

MATHEMATICS
Subset of the California Content Standards
For Students with Significant Disabilities

NUMBER SENSE

Descriptive Statement: Numbers are used in a variety of ways in our daily lives. For example, numbers are used for identification, counting, and purchasing. Number sense means knowing what numbers represent and a common approach to using them. Students need to be able to identify important numbers in their personal lives and use numbers for everyday tasks. It is important that students be able to generalize math concepts into functional activities, i.e., setting table, getting dressed, sequencing activities, etc.

Math Standard 1 Number Sense Kindergarten-1.2 CAPA Levels 1-5	Count, recognize, represent, name, and order a number of objects (up to 30).
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Functional Performance Indicators:

1. Indicate quantity of "1"
2. Indicate quantities of more than 1
3. Match printed numerals to same
4. Rote count
5. Identify numerals
6. Match quantity to numeral
7. Count using 1:1 correspondence
8. Locate and use numbers during functional activities (calendar, keyboard, games, menu, time schedule, number line)
9. Sequence numbers
10. Place objects in ordinal positions first, second, and third and identify each position

Math Standard 2 Number Sense First Grade-2.3 CAPA Levels 1-5	Identify one more than, one less than, 10 more than, and 10 less than a given number.
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Functional Performance Indicators:

1. Use number word "more"
2. Match groups having equal numbers of objects
3. Identify more and less
4. Find set with more/less numbers as given set
5. Demonstrate the ability to give "one more" or "one less"
6. Identify the number before/after a given number
7. Count by sets of 10
8. Sort numbers into piles of ones and tens

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Math Standard 3 Number Sense Kindergarten-2.1 CAPA Levels 2-5	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
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Functional Performance Indicators:

1. Identify quantity of objects
2. Perform addition facts with concrete objects
3. Perform subtraction facts with concrete objects
4. Perform basic addition/subtraction using a calculator for functional activities (i.e., balancing checkbook, totaling amount of shopping list, etc.)

Math Standard 4 Number Sense Kindergarten-1.1 CAPA Levels 2-5	Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
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Functional Performance Indicators:

1. Match groups having equal numbers of objects
2. Arrange objects to match another set of objects, using 1: 1 correspondence
3. Identify object groups that demonstrate number concepts (one, more, less, etc.)
4. Find set with more/less number as given set
5. Determine which of 2 groups has more/less or many/few
6. Determine enough/not enough/too many to match to a specified number
7. Identify the larger of two numbers

Math Standard 5 Number Sense First Grade-1.1 CAPA Levels 2-5	Count, read, and write whole numbers to 100.
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Functional Performance Indicators:

1. Identify numerals
2. Produce numerals
3. Count by rote to 10 or higher
4. Count out requested number of objects
5. Count orally by number sets (by 2's, 5's, 10's etc.)
6. Recognize numerals within school environment/community setting (i.e., address, room #, office, bus route)

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COUNTING AND MONEY

Descriptive Statement: Money is used in a variety of ways in our daily lives. For example, money is used for identification, counting, and purchasing. Money awareness means knowing what paper money and coins represent/symbolize and the common approach to using money. Students need to learn how money is exchanged for goods and services. Students need to be able to identify paper money and coins in their personal lives and use money for everyday tasks. It is important that students be able to generalize money concepts into functional activities.

Math Standard 6	Identify and know the values of coins and show different combinations of coins that equal the same value.
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Counting and Money First Grade-1.5 CAPA Levels 2-5	Identify and know the values of coins and show different combinations of coins that equal the same value.
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Functional Performance Indicators:

1. Match coins and bills
2. Sort money into like groups
3. Identify coins and bills
4. Identify value of coins and bills
5. Use coin operated machines
6. Combine coins to make 2 sets of equal value
7. Combine coins to equal \$1.00 bill

Math Standard 7	Solve problems using combinations of coins and bills.
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Counting and Money Second Grade-5.1 CAPA Levels 4-5	Solve problems using combinations of coins and bills.
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Functional Performance Indicators:

1. Exchange coins for desired item
2. Combine coins to equal specified total
3. Select items of total price under amount of money available
4. Count change from purchase
5. Match coins/bills to written amount
6. Pay for food/services/goods and wait for change
7. Count out correct change up to one dollar
8. Pay the exact amount for an item that costs more than one dollar

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Math Standard 8	Know and use the decimal notation and the dollar and cent symbols for money.
Counting and Money	
Second Grade-5.2	

CAPA Levels 4-5

Functional Performance Indicators:

1. Match coins and/or bills to decimal and symbol
2. Identify dollar (\$) and cents (¢) symbols
3. Identify written dollar amount (i.e., \$1.25) on a sales receipt, menu, bus fare sign, movie ticket, etc.
4. Write dollar amount using correct decimal notation and dollar symbol, such as writing a budget, check, etc.

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ALGEBRA AND FUNCTIONS

Descriptive Statement: Students should experience patterns in numbers, shapes and expressions. Students should use pattern-based thinking to understand and represent situations in everyday life. Understanding patterns can help solve problems and promote independence. Students can apply various computational methods to perform mathematical operations including mental math, use of manipulatives, estimation, paper and pencil techniques and/or the use of calculators. Knowledge of how to apply some basic mathematical operations can assist students in solving problems in everyday life.

Math Standard 9	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group.
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Algebra and Functions Kindergarten-1.1 CAPA Levels 1-5	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group.
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Functional Performance Indicators:

1. Match colors
2. Match shapes
3. Match sizes
4. Sort items by single attribute
5. Classify objects by category (i.e., food, clothing, animals)
6. Locate object which does not belong in a particular class/category
7. Sort items by two common attributes (big, blue, bear)
8. Indicate reason why an object does not belong in a group

Math Standard 10	Understand the meaning of the symbols +, -, =.
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Algebra and Functions First Grade-1.2 CAPA Levels 2-5	Understand the meaning of the symbols +, -, =.
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Functional Performance Indicators:

1. Identify +, -, and = symbols
2. Use calculator to perform basic math
3. Produce basic math equation using symbols correctly (ex. $2 + 1 = 3$)
4. Solve practical problems using one of the two basic math functions

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MEASUREMENT AND GEOMETRY

Descriptive Statement: Measurement helps describe our world using numbers. We use numbers to describe simple things like length, weight, and temperature. Familiarity with common measurement units and a practical knowledge of measurement tools help students observe and understand the world around them. Knowledge of how to apply measurement techniques to everyday tasks can increase independence. Understanding the concept of time, of everyday events and days of the week, as well as telling time on a clock brings order and consistency to the students daily routine.

Math Standard 11 Measurement and Geometry Kindergarten-1.2 CAPA Levels 1-5	Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and the tools that measure time (e.g., clock, calendar).
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Functional Performance Indicators:

- **Concepts of Time**

1. Match activity to time of day
2. Identify "day and night" from a set of pictures
3. Follow a picture/word sequence schedule/calendar
4. Identify activity which comes next on a given schedule system
5. Sequence daily activities
6. Use morning, afternoon and night to describe parts of the day
7. Relate yesterday, today, and tomorrow to the days of the week
8. Indicate chronological age

- **Tools that Measure Time**

1. Identify a clock and a calendar
2. Locate day of the week on a calendar
3. Locate number date on calendar
4. Identify the numbers on a clock
5. Indicate birthday month, day and year

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Math Standard 12 Measurement and Geometry Kindergarten-1.4 CAPA Levels 2-5	Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).
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Functional Performance Indicators:

1. Identify time on clock with routine activities (12:00 = lunch, 10:00 = recess)
2. Identify numbers on clock
3. Identify hour and minute hand
4. Indicate time to the hour on an analog/digital clock
5. Indicate and record time to the hour

Math Standard 13 Measurement and Geometry First Grade-1.2 CAPA Levels 2-5	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).
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Functional Performance Indicators:

1. Identify the activities which come before or after a specified activity
2. Identify hour and minute hand
3. Indicate time to the $\frac{1}{2}$ hour
4. Indicate time using before and after as related to a daily routine activity
5. Indicate time to the quarter hour
6. Arrive at a specified time

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Math Standard 14	
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Measurement and Geometry Kindergarten-1.3 CAPA Levels 2-5	
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	Name the days of the week.
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Functional Performance Indicators:

1. Identify days of the week in succession by rote
2. Identify days of the week on a calendar
3. Identify current day, "Today is _____"
4. Identify next day, "Tomorrow is _____"
5. Identify previous day, "Yesterday was _____"
6. Identify days of the week which come before/after a specified day
7. Follow scheduled events on a weekly calendar

Math Standard 15	
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Measurement and Geometry Kindergarten-2.1 CAPA Levels 2-5	
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	Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).
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Functional Performance Indicators:

1. Match common shapes (i.e., square, circle)
2. Identify common shapes
3. Identify features of common shapes/objects
4. Relate shapes to common objects (i.e., cone to ice cream cone; sphere to ball; cube to block)

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Math Standard 16
Measurement and
Geometry
First Grade-1.1
CAPA Levels 2-5

Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

Functional Performance Indicators:

1. Identify objects of different sizes (i.e., big and small)
2. Identify objects of different lengths (i.e., short and long)
3. Identify objects of different weights (i.e., light and heavy)
4. Identify objects of different volumes (i.e., empty and full)
5. Sort items according to single attribute (height, length, weight, size)
6. Sequence objects by attribute(s) (i.e., smallest to largest)
7. Measure using inch, foot, and yard (or metric system)
8. Measure food product using 1 cup/ $\frac{1}{2}$ cup
9. Measure food product using 1 Tablespoon/ 1 teaspoon
10. Indicate weight of items to the pound/ $\frac{1}{2}$ pound

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STATISTICS, DATA ANALYSIS and PROBABILITY

Descriptive Statement: Students should be able to develop an understanding of the collection and organization of data; exploring the concept of chance; and using statistical methods to describe, analyze, evaluate, and make decisions. Students will also demonstrate an understanding of basic patterns and apply the use of patterns in everyday life.

Math Standard 17	Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.
Statistics, Data Analysis,	
and Probability	
Kindergarten-1.2	
CAPA Levels 2-5	

Functional Performance Indicators:

1. Match objects following a pattern
2. Copy a pattern
3. Indicate next item of an "AB" pattern
4. Create "AB" pattern
5. Identify pattern attributes/properties (i.e, color, shape, size, quantity, etc.)
6. Identify pattern sequence (square, circle, square, circle, etc.)
7. Extend pattern sequence
8. Complete sequential pattern of 4 objects

Math Standard 18	Determine the approach, material, and strategies to be used.
Statistics, Data Analysis,	
and Probability	
First Grade-1.1	
CAPA Levels 4-5	

Functional Performance Indicators:

1. Visually attend to what is happening on screen.
2. Use keyboard or switch in response to teacher request
3. Use keyboard or switch in response to computer generated direction
4. Understand connection between screen and keyboard
5. Perform functional academic tasks via use of the computer
6. Solve word problems